

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM SCHOOL DISTRICT EFFECTIVENESS CHECKLIST

Instructions:

This School District Effectiveness Checklist is a self-evaluation completed by each local school district annually and reviewed by New Jersey Department of Education (NJDOE) personnel as the first step in determining the effectiveness of school districts. In completing this checklist, districts are encouraged to work in collaboration with their County Superintendent, other department personnel and other key stakeholders (i.e. community members, parents and school support teams), as needed. This checklist delineates principles of school district effectiveness through the following 5 components of effectiveness established by NJDOE:

- Instruction and Program;
- Personnel;
- Fiscal Management;
- Operations; and
- Governance.

Within each component there are quality indicators which are Federal/State requirements and those which support these requirements and demonstrate importance to the overall improvement of and/or maintenance of quality of a school district. Compliance with all indicators will assist the districts in increasing its overall effectiveness.

Please note: To receive the point value for each Federal/State Required Quality Indicator, compliance with all the supporting standards is required. The maximum allowable score for Federal/State Required Quality Indicators are 96 points. Each of the Supporting Quality Indicator standards are assigned a point value based on a 1- 5 scale of proficiency. *Maximum allowable score for supporting indicators is 65 points. The total score for district effectiveness is 161 points.*

1. The Federal/State Required Quality Indicators (16 in total) are identified with an asterisk (*).
 - a. Successful completion of the standards for each indicator must be demonstrated and indicated with a Yes or No response. Respond with a check mark in the corresponding box of every standard. Respond as follows:
 - “Yes,” if the standard has been successfully met;
 - “No,” if not met; and
 - “NA,” if the standard is not applicable to the district.
 - b. Successful compliance with each standard shall be measured by written documentation which will be retained at the district/school and only forwarded upon request.
 - c. Each indicator is assigned a point value of 0 or 6. The maximum allowable score is 96 points.
 - d. NJDOE personnel may request verification of compliance with each standard or indicator.
 - e. Federal/State Required Quality Indicators are assigned a weight value of approximately 60% of the total performance rating.

2. The Supporting Quality Indicators (13 in total).

- a. Each of the Supporting Quality Indicators are assigned a point value based on a 1- 5 scale of proficiency for each standard.
- b. Using the attached rubrics, each district shall determine compliance with each quality indicator. The scale is as follows:
 - 1= no development or implementation;
 - 2= little development and implementation;
 - 3= limited development or partial implementation;
 - 4= fully functional and operational level of development and implementation;
 - 5= exemplary level of development and implementation.
- c. To calculate a score for each standard, assess a value for each criteria using written documentation. Add the value of each standard to obtain a total score for each quality indicator. Divide the total score of each standard by the number of applicable standards in each quality indicator. The maximum allowable total score for all Supporting Quality Indicators is 65 points.
- d. These quality indicators are assigned a weight value of approximately 40% of the total performance rating.

3. Scoring and Results

- a. The maximum possible total score is 161.
- b. To complete the checklist and obtain the final results, each section (Federal/State Required Quality Indicators and Supporting Quality Indicators) is to be totaled separately. Each category of district performance has been assigned a cut score as follows:

Performance Category	Scoring Range (Federal/State Required Quality Indicators + Supporting Quality Indicators)	Federal/State Required Quality Indicators Minimum Cut Score
High Performance	161 – 128	76
Moderate Performance	127 – 80	48
Low Performance:	79 – 0	
a. Partial Intervention	79 – 48	28
b. Full Intervention	47 – 0	27

- c. To determine placement on the performance continuum, a district must fall within the total range of a performance category. Secondly, a district must meet the minimum cut score for the federal/state requirements as established for each performance category.
- d. Using the conversion table, apply the total score to determine the district's performance on the NJ Quality Single Accountability Continuum.

NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM

SCHOOL DISTRICT EFFECTIVENESS CHECKLIST

School District _____ School Year _____

I. INSTRUCTION AND PROGRAM -- Federal/State Requirements--(6 PTS for Each Quality Indicator)

	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
IA. *Student performance for each grade assessed met the State standard.				
i. Meets the established benchmark for students at or above the proficient level in each of the content areas (LAL, math & science when added).				
ii. Experiences a 95 percent minimum participation for each state assessment.				
iii. The district administration and teaching staff utilize assessment information to improve learning opportunities for all students.				
IB. *Student behavior indicators showing evidence of meeting state standards for:	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
<ul style="list-style-type: none"> ▪ <u>Student attendance</u> 				
i. The district has an average daily attendance rate of 90% or higher.				
<ul style="list-style-type: none"> ▪ <u>Drop-out/Graduation rate</u> 				
ii. The drop-out rate for pupils in grades 7 through 12 does not exceed 10%.				
iii. Schools have reduced their drop-out rate by .5% per year until they reach the prior years' statewide drop-out rate percentage.				
iv. Schools are in compliance with established graduation rates.				
<ul style="list-style-type: none"> ▪ <u>Reducing violence and vandalism and maintaining student safety</u> 				
v. The reported number of serious incidents is below the state established criteria.				
vi. Incidents of violence and vandalism and substance abuse are accurately recorded in the DOE's Electronic Violence and Vandalism Reporting System and verified by the chief school administrator.				
vii. The district has held annual public hearings at which it provides a report on incidents of violence and vandalism and has submitted the transcripts of the hearings to DOE as required.				
IC. *Program and Curriculum indicators showing evidence of:	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
<ul style="list-style-type: none"> ▪ <u>Curriculum is modified to reflect changing student needs.</u> 				
i. The district has adopted a 5-year curriculum evaluation schedule, which covers all content areas at all grade levels and provides that at least one content area will be evaluated each year.				
ii. The district has board-approved written curricula, aligned with the state's core curriculum content standards, for all content areas at all grade levels.				
iii. The district has developed and implements a process for ensuring that its curriculum is articulated among all grades and schools in the district. The process involves participation by teaching staff members.				

<ul style="list-style-type: none"> ▪ All applicable K – 12 programs for students are developed and implemented, in accordance with the required federal and state mandates (i.e. general education, special education, bilingual, vocational, alternative education and gifted and talented). 				
iv. Programs are research or evidence-based as mandated by the applicable federal and state requirements.				
v. Programs are incorporated into the instructional strands included in the district's staff training program.				
vi. Programs are implemented through a clear and consistent identification process for each and a matching program implemented in the district.				
vii. Policies, procedures and records are developed and implemented in accordance with applicable federal and state requirements.				
<ul style="list-style-type: none"> ▪ Providing high quality preschool programs to eligible students. 				
viii. If applicable, the amount of eligible 3 and 4 year-old students served in preschool programs increase.				
ix. Class size meets appropriate regulation with one teacher and one paraprofessional in all preschool classes, where applicable.				
x. If applicable, systematic and adequate program and fiscal oversight occurs in community-based providers of preschool programs.				
xi. If applicable, systemic and adequate programmatic oversight occurs for all district preschool classrooms.				
xii. If applicable, curriculum is designed to meet Preschool Teaching and Learning program expectations: Standards of Quality and it is articulated between pre-K and K programs.				
xiii. District utilizes an evidence-based system for measuring the progress of children in preschool classes.				
<ul style="list-style-type: none"> ▪ ID. *Other mandated program indicators showing evidence of compliance with State and Federal reporting requirements. 	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
i. The comprehensive equity plan has been approved, implemented and reflects continuous improvement.				
ii. A bilingual, ESL plan or an English Language Services plan has been developed and approved by the DOE and implemented as stated.				
iii. If applicable, the Early Childhood Program Aid (ECPA) plan has been approved and implemented.				
iv. School report card is reviewed with Board of Education and/or disseminated to all staff and parents and made available to the media annually.				
v. The Nonpublic School Enrollment Report is completed accurately and submitted within established time parameters.				
vi. If applicable, the Demonstrably Effective Program Aid (DEPA) plan has been approved and implemented.				
vii. The special education improvement plan has been approved by the Office of Special Education Programs and is being implemented in a satisfactory manner.				
viii. The District Technology Plan approved by the county and the local BOE, has been implemented as stated in the plan.				
ix. A Gifted and Talented identification process and program have been implemented.				
x. A guidance and counseling program has been approved and implemented to meet the unique needs of the school.				
xi. A coordinated system has been established in the district for planning and delivery of intervention and referral services to address learning, behavior and health problems.				
xii. A Substance Abuse Program is in place and active.				

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xiii. The Violence and Vandalism data have been verified, reported out to the public for discussion, and sent to the DOE.				
xiv. Emergency and Crisis Management plans and procedures have been established as required.				
Subtotal of Federal/State Required Program and Instruction Points:				

la. INSTRUCTION AND PROGRAM – SUPPORTING (1-5 PTS Each Quality Indicator)

			<i>Score</i>
la1. <u>Program and Curriculum</u> indicators showing evidence of:	N/A	<i>1-5 Points for each</i>	
<ul style="list-style-type: none"> ▪ A process to monitor, evaluate and review <u>curriculum</u> on an on-going basis. <ul style="list-style-type: none"> i. Curriculum is evaluated for content, rigor and age-appropriateness. ii. The district utilizes multiple assessment tools to evaluate, adjust and improve programs and services. iii. Student work is systematically collected and analyzed for the purpose of measuring student achievement improvements over time. iv. Evidence of on-going assessment of the need, and, if applicable, effectiveness of extended day and extended year programs on site for students. v. An implemented plan for career education based on evidence of effectiveness. ▪ A systematic focus on insuring that all students are <u>reading on grade level by the end of 3rd grade, and performing at or above state standards in <u>math</u> by the end of 4th grade.</u> <ul style="list-style-type: none"> vi. District provides support services for students performing below grade level in grades 1-5. vii. If applicable, all of the district's early childhood education programs conform to the state's Early Childhood Education Program Expectations. viii. District offers extended instruction for identified students in need. ▪ Evidence of <u>teacher collaboration between and among grades to insure instructional continuity for students.</u> <ul style="list-style-type: none"> ix. Vertical and horizontal articulation is implemented for facilitating key transition points for students (to K, 1st, middle school, high school). x. Grade level meetings focus on sharing of student progress information. ▪ Evidence that <u>classroom assessments</u> are aligned to the Core Curriculum Content Standards and inform classroom instruction. <ul style="list-style-type: none"> xi. Standardized assessments in all grades, as required, are analyzed. xii. Assessment results are analyzed systematically to improve classroom instruction. 			
la2. Evidence that Professional Development plans are linked to instructional goals.	N/A	<i>1-5 Points for each</i>	
<ul style="list-style-type: none"> i. Periodic review of professional development plan. ii. Provide teachers and school administrators with access to comprehensive, high quality professional development aligned with academic standards to equip those professionals to effectively address the needs of students. 			

			Score
la3. Expand the education opportunities and supplemental programs for students.	<u>N/A</u>	<u>1-5 Points for each</u>	
i. Increase access and enrollment in rigorous academic courses thereby eliminating systems that track students to low level courses.			
ii. Provide opportunities for students to participate in post-secondary career preparation.			
iii. Increase the number of non-traditional students participating in advance courses of instruction.			
iv. Provide opportunities for students that lack academically with appropriate instructional support and interventions.			
v. Provide programs or opportunities that promote social and emotional learning (i.e. character education).			
Subtotal of Program and Instruction – Supporting Points:			

II. PERSONNEL -- Federal/State Requirements -- (6 PTS for Each Quality Indicator)

▪ IIA. *Staff Training and Professional Development activities indicating evidence of: <u>Comprehensive professional growth plans for administrators and teachers.</u>	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
i. The Professional Development Plan is linked to student performance and achievement.				
ii. The district has developed and implemented a Professional Development Plan, approved by the county professional development board and the district board of education.				
iii. There is a systematic process for analyzing the impact of professional development on instructional quality in order to improve student achievement.				
iv. The Professional Development Plan is completed annually and aligned with teaching staff needs, curriculum integration and the CCCS, and provides follow-up evaluation.				
v. A minimum of one evaluation for tenured staff and at least three observations and one annual performance report for non-tenured teachers.				
vi. Teacher leaders and mentors are recognized and/or compensated for their participation.				
▪ IIB. *Human Resource and Labor Relations indicators which show evidence of: <u>Hiring, assigning and retaining qualified staff.</u>	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
i. Teachers and staff are appropriately certified and credentialed for their staff assignments.				
ii. Teachers must meet the definition of Highly Qualified or show evidence of progressing towards this goal to ensure attainment by 2006.				
iii. District has developed and implements policies and procedures for the evaluation of tenured and non-tenured staff and adheres to established timelines.				
iv. The district has a plan to actively recruit certified personnel.				
v. Appointment recommendations are made by the Chief School Administrator and final appointments are documented in the local board meeting minutes.				
Subtotal of Federal/State Required Personnel Points:				

Ila. PERSONNEL – SUPPORTING (1-5 PTS Each Quality Indicator)

			<u>Score</u>
Ila1. <u>Staff Training and Professional Development</u> activities indicating evidence of:	<u>N/A</u>	<u>1-5 Points for each</u>	
<ul style="list-style-type: none"> ▪ <i>District's central office is trained primarily to support and/or enable improvements in teaching and learning. (moved up)</i> 			
i. Central office is regarded as a resource to schools within the system.			
ii. Central office actively assists schools in becoming better consumers of professional development.			
iii. Central office staff is trained to provide effective support for schools.			
<ul style="list-style-type: none"> ▪ <i>Central office support for the development of teacher leaders and mentors in the school system.</i> 			
iv. District has a process for identifying and recruiting outstanding teachers for modeling and mentoring.			
v. District provides access to comprehensive high quality professional development opportunities at the national, state and local level.			
Subtotal of Personnel – Supporting Points:			

III. FISCAL MANAGEMENT - Federal/State Requirements - (6 PTS for Each Quality Indicator)

IIIA. * <u>Annual External Audit</u> indicators showing evidence of a timely submission, qualified audit and/or absence of substantive repeat audit recommendations.	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
i. The district shows a decrease in the number of substantive annual audit recommendations.				
ii. The district has implemented a uniform system of double entry bookkeeping and GAAP accounting.				
iii. The district has implemented adequate controls to prevent the over expenditure of any funds or yearly deficit in major accounts as reflected in the annual audit.				
iv. The district filed an annual audit of accounts and financial transactions with the Division of Finance by November 5. Corrective action plans were developed for any audit recommendations repeated in a second year.				
v. The district has presented the annual audit to the public at a regularly scheduled Board of Education meeting within 30 days of receipt of audit.				
vi. Annual maintenance reserve deposit worksheets have been submitted and a statement certifying the district's maximum capital reserve amount has been submitted.				
IIIB. * <u>Account Reconciliation</u> indicators showing the following evidence:	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
<ul style="list-style-type: none"> ▪ <i>The district prepares <u>account reconciliations</u> and monthly financial reports accurately and in a timely manner (according to current statute).</i> 				
i. Timely, complete, up-to-date and balanced submission of A148/149 reports.				
ii. Timely completion of Comprehensive Annual Financial Report (CAFR).				
iii. As appropriate, limited staff access, as authorized is provided to accurate budget data on personnel, payroll, and other expenditures.				

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iv. Consistent and accurate cash flow analyses and reconciliations indicating conformance of expenditures to approved budget.				
IIIC. *Budget Planning indicators showing evidence of fully integrating budgeting and strategic planning processes within the district.	N/A	YES	NO	PTS
i. Budgeting process is aligned with <i>long-range</i> planning.				
ii. Budget adopted and certified is supported by detailed documentation (e.g. accurate payroll estimates/projections, tuition estimates, health and other benefits estimates).				
iii. Vendor contracts are awarded in a timely manner and according to the open bid process.				
iv. The district has developed and implements a procedure for analyzing resources and allocations to ensure that they are aligned with strategic planning objectives and to ensure that the budget reflects the priorities of the district.				
v. Budget monitoring controls, such as periodic reports, alert district and site managers to any potential for over-expenditure of budgeted amounts.				
vi. The district has developed and implements standard procedures for fiscal close out at the end of each fiscal year.				
Subtotal of Fiscal Management - Federal/State Required Points:				

IIla. FISCAL MANAGEMENT – SUPPORTING (1-5 PTS Each Quality Indicator)

			<i>Score</i>
	<i>N/A</i>	<i>1-5 Points for each</i>	
IIla1. Per Pupil Cost indicators showing the following evidence: ▪ Maximizing the percent of the budget spent on <u>classroom instruction</u>.			
i. Annual instructional costs are relative to the total per pupil costs.			
ii. Budgetary decisions are based on data and assessed need.			
iii. Funding considerations for schools and programs are based uniformly and equitably on assessed need.			
iv. The district consistently analyzes expenditure trend data to insure equitable availability of resources at all levels of the school system.			
			<i>Score</i>
	<i>N/A</i>	<i>1-5 Points for each</i>	
IIla2. Budget Planning indicators showing evidence of fully integrating budgeting and strategic planning processes within the district. i. Emphasis given to programs/initiatives is documented to positively and directly impact teaching and learning, and is linked directly to priority goals.			
Subtotal of Fiscal Management – Supporting Points:			

IV. OPERATIONS MANAGEMENT - Federal/State Requirements - (6 PTS for Each Quality Indicator)

IVA. *Facilities indicators showing evidence of a comprehensive long-range facility plan which drives budgetary decisions.	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
i. An annual health and safety review has been conducted in each building and the facility checklists are on file.				
ii. Documentation that fire drills were held is maintained for each school in the district.				
iii. Schools do not exceed their functional capacity as defined by code.				
iv. Minimal number of local and state code citations and areas are addressed in a timely fashion.				
v. The district has developed and implemented a comprehensive maintenance plan with corrective and preventive measures for the interior and exterior of each building and the major systems of HVAC, mechanical, plumbing, electrical, structural and grounds.				
IVB. *<u>School Health, Safety and Food Service indicators showing evidence:</u>	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
▪ <i>Of providing an efficient food services program.</i>				
i. Food services program conforms to applicable state and federal regulations.				
ii. There are internal controls to insure the proper accounting for lunch monies and inventories.				
iii. There is an ongoing assessment of the nutritional needs of students.				
▪ <i>That school health services are delivered consistently and in conformance with applicable health standards.</i>				
iii. Health services records are maintained with care and audited regularly.				
iv. Required screenings and examinations are performed consistently (health, weight, hearing, blood pressure, vision, physical examination and scoliosis).				
v. A district approved school health services/nursing plan has been developed in consultation with nursing staff.				
IVC. *<u>Transportation</u> indicators showing evidence that the district provides safe and appropriate transportation to students.	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
i. The district monitors transportation provider performance as necessary to avoid safety violations and insure the safety of children.				
ii. The district ensures the provision of safe and appropriate transportation for students.				
IVD. *<u>Completion of the annual Application for State School Aid (ASSA) and Fall Report.</u>	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
i. The district ensures the Fall Report is completed accurately and submitted within the time parameters established.				
ii. The district ensures the annual Application for State School Aid Report is completed accurately and submitted within the time parameters established.				
Subtotal of Operations Management Federal/State Required Points:				

IVa. OPERATIONS MANAGEMENT – SUPPORTING (1-5 PTS Each Quality Indicator)

			Score
IVa1. Facilities indicators showing evidence of a comprehensive long-range facility plan which drives budgetary decisions.	N/A	1-5 Points for each	
i. Routine maintenance repairs are addressed in a timely and thorough fashion throughout the school system.			
ii. The district maintains an appropriate structure for effective management of its construction projects.			
iii. All employees who perform maintenance tasks are provided with adequate supplies, materials and equipment.			
iv. Facilities are sufficiently modern to support “best practices” in the use of classroom materials and technologies.			
v. The district has developed and implements procedures for keeping adequate maintenance records, including a complete inventory of supplies, materials and equipment.			
			Score
IVa2. School Health, Safety and Food Service indicators showing evidence:	N/A	1-5 Points for each	
i. The district maintains safe and clean facilities in which to provide health services.			
ii. The district develops and implements a plan for school safety and violence prevention including adequate security, equipment and training for staff, parents and students.			
iii. There is ongoing assessment of health, nutrition, and social service needs of students.			
			Score
IVa3. Transportation indicators showing evidence that the district provides safe and appropriate transportation to students.	N/A	1-5 Points for each	
i. Transportation expenditures are appropriate and compare equitably with districts of similar size and need.			
Subtotal of Operations Management – Supporting Points:			

V. GOVERNANCE -- Federal/State Requirements -- (6 PTS for Each Indicator)

VA. * <u>School board/superintendent relations</u> indicators showing evidence that the:	N/A	YES	NO	PTS
▪ <u>School Board and District leadership develop and enforce clear policies and procedures for the operation of the district.</u>				
i. The Board evaluates the superintendent regularly on criteria that will encourage student achievement.				
ii. The district has clearly defined roles for the board and district relative to recruitment, hiring, evaluation and dismissal of employees (within the parameters of code).				
iii. The district has established policies and procedures, demonstrates evidence of implementation and maintains a regularly updated Policies and Procedures Manual, reflective of current regulatory authority.				
iv. The district maintains a clearly articulated organizational/functional chart that includes the names, positions, and job functions of all staff.				
v. Each school board member has received and reviewed the Code of Ethics, and satisfied all requirements, as well as met all applicable eligibility requirements for board membership.				

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vi. Board members demonstrate respect for confidentiality of information.				
vii. Meetings are characterized by productive and focused discussions on relevant issues.				
viii. The board has a personnel policy (along with procedures) in place which outlines the interview and hiring process that ensures employment of "Highly Qualified Educators," and minimizes the incidence of nepotism.				
ix. The board has adopted code of ethics, nepotism and conflict-of-interest policies to guide its activities.				
x. The board has adopted a set of bylaws governing participation at meetings by board members and the public, and meetings are conducted in accordance with these bylaws.				
xi. Board meetings are conducted in accordance with the Open Public Meetings Act.				
VB. *Showing evidence that <u>families and community members are active partners</u> in establishing and achieving the goals of the district.	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
i. The district has a uniform and effective process for handling public complaints which is widely known in the community.				
ii. All community support requirements have been implemented: 7 year demographic study, community survey of resources and links to social service agencies, and annual review of community environmental conditions.				
VC. *Showing evidence that the district has a <u>pro-active communications plan</u> designed to build confidence in the school system and inform constituents of emerging issues.	<u>N/A</u>	<u>YES</u>	<u>NO</u>	<u>PTS</u>
i. Parent notifications are written in a language that is easily understood by parents and issued in a timely manner.				
ii. Decisions and other information are effectively communicated throughout the system.				
iii. The district has developed and implements a system of obtaining citizen input in policy development and district operation.				
Subtotal of Governance Federal/State Required Points:				

Va. GOVERNANCE – SUPPORTING (1-5 PTS Each Quality Indicator)

	<u>N/A</u>	<u>1-5 Points for each</u>	<u>Score</u>
Va1. <u>School board/superintendent relations</u> indicators showing evidence that the: <i>School Board and District leadership develop and enforce <u>clear policies and procedures</u> for the operation of the district.</i>			
i. The board is familiar with the results of state student performance assessments and other student performance data.			
ii. The board is familiar with the key operational and curricular issues facing the district.			
iii. Board majority consensus directs decisions.			
iv. Parameters are established and communicated for soliciting public input at meetings.			
v. Each board member meets all applicable eligibility requirements for board membership.			
vi. Each board member satisfies all reporting and disclosure requirements of the School Ethics Act.			
vii. Board members demonstrate adherence to confidentiality of information.			
viii. The board executes its' role in promulgating policy.			
ix. The district has a professional improvement plan for board members to increase their knowledge and skills in policymaking and governance, and it is implemented consistently.			
x. The board is familiar with important details of the district budget.			

			<i>Score</i>
Va2. Showing evidence that the district has a <u>pro-active communications plan designed to build confidence in the school system and inform constituents of emerging issues.</u>	<u>N/A</u>	<u>1-5 Points for each</u>	
i. The district effectively communicates decisions and other critical information throughout the community in a timely manner			
ii. The district has a mechanism for communicating with key constituents on an on-going basis.			
iii. The district provides opportunities for and encourages parent involvement in school and district committees.			
iv. There is frequent contact between parents and teachers through phone calls, conferences, and newsletters.			
			<i>Score</i>
Va3. Showing evidence that <u>families and community members are active partners in establishing and achieving the goals of the district through the administration of a well-defined family involvement program.</u>	<u>N/A</u>	<u>1-5 Points for each</u>	
i. Teachers communicate student progress with parents on an on-going basis.			
ii. Parents and community members have sufficient access to information concerning the performance of the district relative to its goals.			
iii. The community is meaningfully integrated into the goal-setting process.			
iv. If appropriate, does the district have a parent liaison whose primary responsibility is to sustain meaningful communication with parents in the school?			
v. The district effectively integrates the roles of the social workers, guidance counselors, nurses and SAC's.			
			<i>Score</i>
Va4. Showing evidence that the district <u>collaborates effectively with community-based organizations and institutions of higher education (IHE) to meet student needs.</u>	<u>N/A</u>	<u>1-5 Points for each</u>	
i. The district takes advantage of available resources and expertise within the community in meeting student needs.			
ii. The district plans collaboratively with local institutions of higher education to maximize post-secondary educational opportunities for students.			
iii. The district partners with local employers to provide meaningful work/internship programs or services.			
Subtotal of Governance – Supporting Points:			

SCORING TOTALS

Federal/State Required Instruction and Program Points	
Federal/State Required Personnel Points	
Federal/State Required Fiscal Management Points	
Federal/State Required Operations Points	
Federal/State Required Governance Points	
FEDERAL/STATE REQUIRED QUALITY SUBTOTAL	
Supporting Instruction and Program Points	
Supporting Personnel Points	
Supporting Fiscal Management Points	
Supporting Operations Points	
Supporting Governance Points	
SUPPORTING QUALITY INDICATORS SUBTOTAL	
Federal/State Required SUBTOTAL	
Supporting SUBTOTAL	
TOTAL	

CONVERSION TABLE

Performance Continuum Conversion	80% - 100% High Performance	50% - 79% Moderate Performance	49% and below Low Performance	
Total Points Received (Range)	161 – 128	127- 80	79 – 0	
			79 – 48 Partial intervention	47 – 0 Full intervention
Federal/State Requirement Minimum value	76	48	28	27

District Performance Designation (Check one):

☐ **High Performance**☐ **Moderate Performance**☐ **Low Performance**

SIGNATURES & RECOMMENDATIONS:

Type or print clearly the name and affiliation of individuals in the district assisting in the completion of this checklist:

Name	Affiliation
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Accuracy Verified by: _____ Date: _____
Print Name of Superintendent

Signature

Board Approval Date: _____
County Business Administrator Signature

NJDOE Review – Please do not write below this line.

Reviewed By: _____ Date: _____
Print Name of NJDOE County Superintendent

Signature

Agree with District self-evaluation: Yes _____ No _____

Reason:

Recommended Action: